



The Tithe Farm Way:

Resilient pupils who have a life-long love of learning and are ready, respectful and safe in their choices.

History Progression Map

Early Years (Nursery and Reception)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Colour and Light	Dinosaur Stomp			
Knowledge and Skills		<ul style="list-style-type: none"> Understand bonfire night – how and why we celebrate this War and what it is – poppies and why we wear them 	<ul style="list-style-type: none"> Talk about dinosaurs, when they lived, develop an awareness of old things and how long ago – link to passage of time Talk about old things – develop an understanding of things that are new and old 			
Vocabulary		Bonfire, celebrate, war, poppy	dinosaur, old, new, fossil			
Reception		Celebrations				Oh I do like to be beside the seaside
Knowledge and Skills		<ul style="list-style-type: none"> To sequence pictures of the story of Guy Fawkes To identify symbols used for Remembrance Sunday, such as poppies and wreaths 				<ul style="list-style-type: none"> To recognise similarities and differences of transportation To explore transport of the past and the future
Vocabulary		bonfire, Guy Fawkes, sequence, poppy, wreath, remembrance, war				transport, bus, bike, train, boat, aeroplane, past, now, future

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Years 1 - 6

	Cycle 1 – People of the World	Cycle 3 – The World has Changed	Cycle 4 – Creating a Better World
Year 1	Unit: Explorers and Inventors during the reign of Queen Elizabeth I and Queen Victoria	Unit: Toys	Unit: History of Houghton Regis
Knowledge and Skills	<ul style="list-style-type: none"> To name some famous Elizabethan and Victorian inventors and explorers To explain why these people are remembered 	<ul style="list-style-type: none"> To compare their toys to their parents and grandparents played with are different to their own To place toys in chronological order 	<ul style="list-style-type: none"> To identify what Houghton Regis used to be like using a variety of sources To research facts about a famous place, Houghton Hall
Vocabulary	reign, artefact, beyond living memory, invention, explorer, time line, chronological	artefact, museum, timeline, living memory	Houghton Regis, shield, town sign, evidence
Year 2	Unit: Nurses Changes within living memory Lives of significant individuals in the past	Unit: Fire! Fire! Events beyond living memory	Unit: Transport Events beyond living memory
Knowledge and Skills	<ul style="list-style-type: none"> To state how nursing today has improved due to nursing in the past (cleanliness etc) To recall facts about name some famous nurses and explain the impact they still have on nursing today 	<ul style="list-style-type: none"> To recall the events of the Great Fire in chronological order To name fire equipment artefacts To explain why changes were made when rebuilding London 	<ul style="list-style-type: none"> To name a variety of transport To research some famous inventors, such as George Stephenson, the Wright brothers, Amy Johnson To compare old and new transport To place vehicles in chronological order To compare transport now within living memory
Vocabulary	nurse, injured, Crimea, soldier, medal, war, Jamaica, hygiene, hospital	bakery, diary, River Thames, St Paul's Cathedral, firebreak, fire hook, flammable, eyewitness	aeroplane, train, car, invention, significance, change, living memory, evidence
Year 3	Unit: Ancient Egypt The achievements of the earliest civilizations	Unit: Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age	Unit: Medicines and Disease
Knowledge and Skills	<ul style="list-style-type: none"> To locate Egypt on a map To identify the Ancient Egyptian Era on a timeline To research the many achievements of the Ancient Egyptians, such as mummification, hieroglyphics and pyramids 	<ul style="list-style-type: none"> To know what Stone Age and prehistoric is To research what Stone Age people needed to survive To describe a Stone Age settlement, such as Skara Brae To place key events on a timeline 	<ul style="list-style-type: none"> To research the medical practices of prehistoric civilisations and Ancient Egyptians To discover the Roman attitude towards health and medicine To investigate Medieval medicine during the Black Plague To explore the medical practices during Tudor times

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			<ul style="list-style-type: none"> To research the medical advancements made during Victorian times To understand how the NHS was formed and its role during Covid 19
Vocabulary	pyramid, Egyptologist, afterlife, pharaoh, mummification, sarcophagus, canopic jars, papyrus, irrigation, hieroglyphics	Stone Age, Stonehenge, hunter gatherer, settlement, prehistoric, Iron Age, Bronze Age, BC, AD	diagnosing, infection, remedy, antibiotic, medicine, plague, primary source, secondary source
Year 4	Unit: Greeks - Ancient Greece	Unit: Roman Impact on Britain	Unit: History of Black Civil Rights
Knowledge and Skills	<ul style="list-style-type: none"> To locate Greece and the Greek Islands on a map To research the many important contributions made by the Greeks, such as philosophy, mathematics, astronomy and medicine To know the 24 letters of the Greek alphabet 	<ul style="list-style-type: none"> To describe and understand key aspects of who the Romans were To research the how the Roman Empire changed Britain and how the Roman army expanded the Roman Empire To explore how primary resources are able to tell us about the Romans To explain how the Romans have left an impact on Britain today 	<ul style="list-style-type: none"> To place key events in chronological order To research the Windrush and recall key facts To explore the lives of key individuals and explain their significance, such as Ruby Bridges, Rosa Parks, Martin Luther King Jr, Paul Stephenson To research and discuss BLM movement <p>https://www.georgegrenville.co.uk/uploads/9/9/4/3/9/943888/year_5_civil_rights.pdf</p>
Vocabulary	ancient, civilisation, city states, empire, legacies, conductor, democracy, myth	Roman Empire, gladiator, legion, conquest, emperor, empire, citizen, rebellion	racism, segregation, integration, desegregation, civil rights, prejudice, discrimination, activism, political movement
Year 5	Unit: Mayans	Unit: Anglo-Saxons and Scots Britain's settlement by Anglo-Saxons and Scots	Unit: Paralympics and the Invictus Games
Knowledge and Skills	<ul style="list-style-type: none"> To locate where the Ancient Mayans lived To research the developments of the Ancient Mayans, such as a number and writing system To use evidence to find out about their everyday life To describe some of the rituals carried out by Mayans To explore some reasons for the downfall of Maya civilisation 	<ul style="list-style-type: none"> To use timelines effectively to compare the time periods of Scots and Anglo-Saxons To explain what life was like for Scots and Anglo-Saxons and how this compares to life now To locate countries and regions named by the Anglo-Saxons To explore Anglo-Saxon artefacts To place key events on a time line 	<ul style="list-style-type: none"> To locate the birthplace of the Paralympics To research the foundations of the Paralympics To research the foundations of the Invictus Games To name some key athletes and their achievements
Vocabulary	Civilisation, drought, jaguar, scribes, codices, maize, cacao beans	Scots, Anglo-Saxons, raiders, settlers, artefacts, conversion	Olympics, Paralympics, Invictus Games,
Year 6	Unit: World War 2	Unit: The Vikings and Anglo-Saxon struggle	Unit: Crime and Punishment



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Knowledge and Skills	<ul style="list-style-type: none"> • To recall when and where WWII began • To name key individuals and the countries involved • To explore the key efforts of women in the war • To research evacuation and food rationing • To recall important facts of the Holocaust • To investigate key turning points, such as the Battle of Britain • To develop investigation and evaluation skills 	<ul style="list-style-type: none"> • To identify where in the world Vikings came from • To explore how Vikings made long boats and how they were used effectively • To research lifestyles, religions, beliefs and gods • To explain how the Vikings made strong settlements and armies • To name key people and place them in chronological order, including Alfred the Great, Athelstan and Edward the Confessor 	<ul style="list-style-type: none"> • To understand what Romans believed about crime and punishment • To research the Anglo-Saxon legal system • To identify common crimes and punishments during Tudor times • To research what punishment was like in prisons during Victorian times • To recall some of the key duties of the police during WWII
Vocabulary	allies, axis, Nazi Party, atomic bomb, Czechoslovakia, propaganda, rationing, home front	Anglo Saxons, long ship, Danelaw, monastery, pagan, rune, chieftain	Crime, punishment, looting, black market, treadwheel, crank, criminal, law, prison